



Nevada Virtual Academy
Comprehensive Academic Improvement Plan
2017-2018 School Year and Beyond

Nevada Virtual Academy

EXECUTIVE PERFORMANCE SUMMARY

This report was compiled to inform State Public Charter School Authority staff and board members on the progress Nevada Virtual Academy (“NVVA or “the school”) has made since its charter renewal in 2013 and to propose a Comprehensive Academic Improvement Plan for its Elementary program before its renewal in the Fall of 2019 and pursuant to the SPCSA’s February 21, 2018 Notice of Intent to Terminate Nevada Virtual Academy’s Charter Contract. Since the time of its last renewal, the school has made great strides to improve and enhance the services it provides to students across the State of Nevada, and will continue to analyze data reported through the Nevada School Performance Framework (“NSPF”) and the Authority’s Charter School Performance Framework (“ACSPF”) to steer its School Performance Plan goals. Although the Notice of Intent to Terminate is specifically based on the performance of NVVA’s elementary school program, this report provides additional information regarding NVVA’s Middle School and High School programs since the entire K-12 school has been noticed for potential closure.

I. Demographic Background

- NVVA serves students in K-12th grade and enrolled its maximum of 2,259 students during the 2017-2018 school year. It currently has a waitlist of 117 students.
- NVVA has continued to diversify the ethnicity of its student population. The 2017-2018 school year ethnicity profile for the school is approximately:
 - Asian- 5.5% (as opposed to 5.2% in 2016-2017)
 - Black- 17.2% (as opposed to 14.1% in 2016-2017)
 - White- 48.7% (as opposed to 57.9% in 2016-2017)
 - Hispanic= 24.2% (as opposed to 19.1% in 2016-2017)
 - American Indian/Native American- 1.5% (as opposed to less than 1% in 2016-2017)
 - Pacific Islander- 2.7% (as opposed to 2.4% in 2016-2017)
- The 2017-2018 Free and Reduced Lunch (FRL) student population at NVVA is approximately 47.2%.
- The 2017-2018 population of students with an Individualized Education Program (IEP) is approximately 11.8%.
- NVVA has created unique programs to serve its unique student population and in so doing has made substantial progress in closing the gap to better serve its students.

II. School Highlights and Substantial Changes

- The 4-Year High School Graduation Rate increased from 36.56% in 2012 to 84.18% in 2017. The 5-Year Graduation Rate increased from 57.44% in 2015 to 86.84% in 2017.
- In 2017, NVVA's 11th grade students performed at the state average for ACT Mean Composite Score (17.4) and outperformed the state in:
 - English (NVVA at 16.4 vs. State at 16.2)
 - Reading (NVVA at 18.2 vs. State at 17.7)
- The High School program is currently in Implementation Year 2 of its School Improvement Grant and has been working closely with *McREL International* to evaluate and improve the High School program.
- The Middle School program has made substantial academic growth since 2012, increasing its NSPF score to 61.1 points for the 2016-2017 school year.
- The Elementary School program saw positive increases in SBAC math proficiency for all grades, as well as increases in ELA proficiency at the 3rd and 4th grade levels.
- The Elementary School program revamped its academic plan and restructured its staffing and administrative team at the outset of the 2017-2018 school year.
- NVVA finished its first full year of blended learning instruction for students in K-12 during the 2016-2017 school year and has evaluated data to improve the same going forward.
- The blended learning program at NVVA has benefited students in all grade levels in terms of overall engagement and course passage.

III. New Programs and Next Steps

Since its approval during the 2015-2016 school year, NVVA's blended learning programs¹ have helped students in all grade levels achieve greater academic success by incorporating the best instructional practices for virtual and on-campus learning. The 2016-2017 school year saw NVVA implement its first full year of blended instruction at its Sandhill campus and learned from its initial experiences. School administration continue to focus on professional development with its staff to fine-tune the instructional and engagement skills necessary to afford all students a unique opportunity to participate in an individualized, blended educational experience that will help to close every academic achievement gap.

Also during the 2016-17 school year, NVVA launched an enhanced Family Academic Support Team ("FAST"). The primary goals of the FAST are to help students stay on track through early interventions, wrap-around supports, and engagement strategies.

Another important piece on the path to improvement during the 2016-17 school year was the backing of three federal grants that will help support school improvement at all levels. Notably, NVVA received 1) the State of Nevada School Improvement Grant (SIG); 2) the Nevada College and Career Readiness Grant; and 3) NVVA's Elementary school program was awarded funding as part of the Read By Grade 3 grant during the 2016-2017 school year.

The NVVA High School program was the only recipient in the State of Nevada of a School Improvement Grant (SIG) during the 2015-2016 school year. As part of this grant, the High School program committed to increasing quality, direct instruction time for students, and providing teachers with increased opportunity for targeted professional development. These enhancements are aimed at yielding higher academic results for students and further increasing the graduation rate.

NVVA also received a significant award as part of the Nevada College and Career Readiness Grant. This grant allowed the school to support its robust extra-curricular STEM program by expanding STEM education exposure across content areas in all grades.

NVVA's Elementary program was awarded funding as part of the Read By Grade 3 grant during the 2016-217 school year to enhance support systems for students who have struggles with reading. The school is taking what it learned and improving its blended capabilities to remediate every struggling reader.

In the spirit of a turnaround approach, after NVVA's Elementary program received its 2016-2017 NSPF score, the school set forth the highest standard for educators and student growth, having already made significant changes in leadership and staff. Standards and metrics for student achievement are driven towards surpassing Nevada *Read by 3* literacy benchmarks

¹ In July of 2015 the SPCSA Board approved NVVA's innovative Pathways program to provide additional learning options to its students in Clark County. Students outside of Clark County can receive additional tutoring outside of the virtual learning environment. The minutes for this SPCSA Board meeting are attached as Appendix B.

and ACT Aspire preparedness centered on innovative instructional practices, school culture and data-driven instruction.

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1. Demographics

Since the renewal of its charter in 2013, the NVVA Board of Directors, with the school’s administrative team and staff, have worked to increase academic outcomes for students and provide families with a viable, high-quality, alternative education. The first step the team took was to revise the school’s mission statement to ensure it clearly reflected and communicated the ideals and goals of the school. NVVA’s mission statement is:

To promote student achievement by preparing EVERY student for college and career readiness EVERY day.

Since its inception, NVVA has prided itself on its demographic profile and for being inclusive of every student. To serve every child, the school must look like the state it serves. NVVA has traditionally attracted many of the state’s students who need additional support. These “uniquely brilliant,” but many times academically disadvantaged students and their families are in search of a program that can fill a deficiency from what they felt was lacking in their previous institution. As the table below details, NVVA’s diverse student population can be seen from almost every demographic area.

Figure 1: Demographic Profile Comparison

Demographics	2017-2018 NVVA	2016-2017 SPCSA	2016-2017 State
American Indian/Alaskan Native	1.5%	0.6%	0.9%
Asian	5.5%	6.5%	5.5%
Hispanic	24.2%	25.5%	42.1%
Black/African American	17.2%	9.1%	10.8%
White/Caucasian	48.7%	48.7%	33.2%
Pacific Islander	2.7%	1.6%	1.4%
Individualized Education Program (IEP)	11.8%	8.6%	12.2%
Free or Reduced Lunch (FRL)	47.2%	24.3%	60.7%

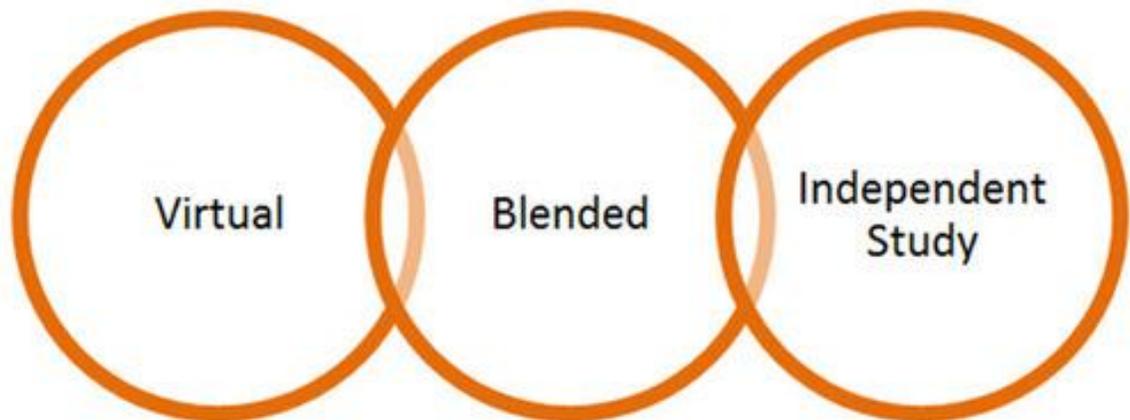
As shown in Figure 1, almost half of NVVA students qualify for FRL status during the 2017-2018 school year. While NVVA works to ensure that its student population mirrors that of the state, it is clearly unique among many other Nevada charter schools. NVVA’s population of FRL students is 22.6% higher than the charter school average.

2. Nevada Virtual Academy Pathways

In July 2015, the SPCSA Board approved the launch of the NVVA Pathways Initiative. The Pathways Initiative was born from the observation that students typically fall within one of three different learning environments: **virtual**, with every instructional support offered online; **blended**, a combination of face-to-face instruction and peer association; and a completely self-paced, **independent** learning experience.

Each pathway affords students a unique opportunity to participate in an individualized, educational experience. NVVA's academic team, in partnership with the student and parent, will determine which pathway best serves the individual student's needs. Pathway placements are determined by, but not limited to: state assessment scores, school diagnostic assessment scores, interim assessments, transcript evaluation, area of residence, and student and parent input.

A. K-8 Pathways



Virtual

The Virtual Pathway is designed for the student that will benefit from teacher guided instruction and support. Students attend 90-minute classes daily in both Math and English, in addition to a 60-minute weekly class in Science & History. Students move through additional coursework using their own personalized curriculum.

Blended

The Blended Pathway is an option designed for students who would benefit from additional face to face teacher and/or peer support. Students attend the same daily classes online as virtual

students, but also receive additional face to face instruction from NVVA teachers one day a week at the Blended Learning Center to support targeted learning goals.

Independent

The Independent Study Pathway is an option designed for students who have shown success in the virtual environment for a minimum of one year with strong Learning Coach support. Students work daily to complete lessons and assignments in the virtual platform. Students submit assignments to the teacher and are required to meet weekly with their teacher for support and assessment. This pathway is the most selective and staff is currently evaluating the need for such a pathway at certain grade levels.

B. High School Pathways

NVVA’s High School program also addresses individual student needs through different pathways as illustrated and explained below.



National Career Readiness Program

This pathway is a partnership with ACT whereby students complete coursework that aligns to the ACT Work Readiness System (Key Train). It consists of a series of mini-courses that help students gain knowledge and skills important for on-the-job success. They include Customer Service, Interpersonal and Business Communication, Problem Solving and Critical Thinking, Working in Teams, and Work Discipline. Upon completion of the coursework and ACT Work Keys assessments, students will have the opportunity to earn a nationally recognized and portable ACT National Career Readiness Certificate.

Readiness Pathway

Building a solid foundation of Mathematics, English and Science skills is critically important. The NVVA-HS program Readiness Pathway allows students who are deficient in Mathematics, English and/or Science skills the opportunity to receive additional, face-to-face instruction a minimum of 3.5 hours a week. Students who have demonstrated a need for support in these areas through state test results or credit deficiency will be recommended for this pathway.

Also, students who are college-bound, but may be required to take a remedial Math or English courses at the college level will have the opportunity to receive this additional instruction in high school, to avoid the cost of these courses at the higher education institution.

Jump Start College

Jump Start College is collaboration with Western Nevada College to provide transferrable college courses to high school students. NVVA-HS program is one of 15 high schools in Nevada to participate in this program. One of the primary goals of the Jump Start College program is to increase college degree attainment for Nevada students. College courses are taught by a WNC professor, and facilitated by a NVVA advisor, in-person, 4 days a week at either the NVVA Blended Learning Center, or any of the WNC campuses across the state. Each semester course at Western Nevada College will count as a full year's credit towards a high school diploma in that subject area. Nevada Virtual Academy will incur all costs for this program.

Advanced Dual Credit

University-bound students have the opportunity to participate in the Advanced Dual Credit Pathway, which allows Nevada Virtual Academy students to enroll as non-degreed students at University of Nevada-Las Vegas, University of Nevada-Reno, College of Southern Nevada, or Great Basin College. Students are eligible to take up to 24 credits that will transfer to a degreed program of their choice when they enroll as a full-time college student. Students are eligible to enroll in online or on-campus courses. Nevada Virtual Academy covers the cost of all course fees for students who participate in the program.

Virtual

For students who live in remote areas, Nevada Virtual Academy provides a rigorous educational experience with a robust curriculum. Students have 24/7 access to course materials

and have the opportunity to collaborate with teachers and peers in a virtual setting. Current students who have shown an ability to thrive in a completely virtual setting have the opportunity to continue their alternative education experience. “Thrive” is determined by, but not limited to: state assessment proficiency, credit/grade-level sufficiency, diagnostic/interim assessment scores indicating at or above grade level standing

3. Performance Overview

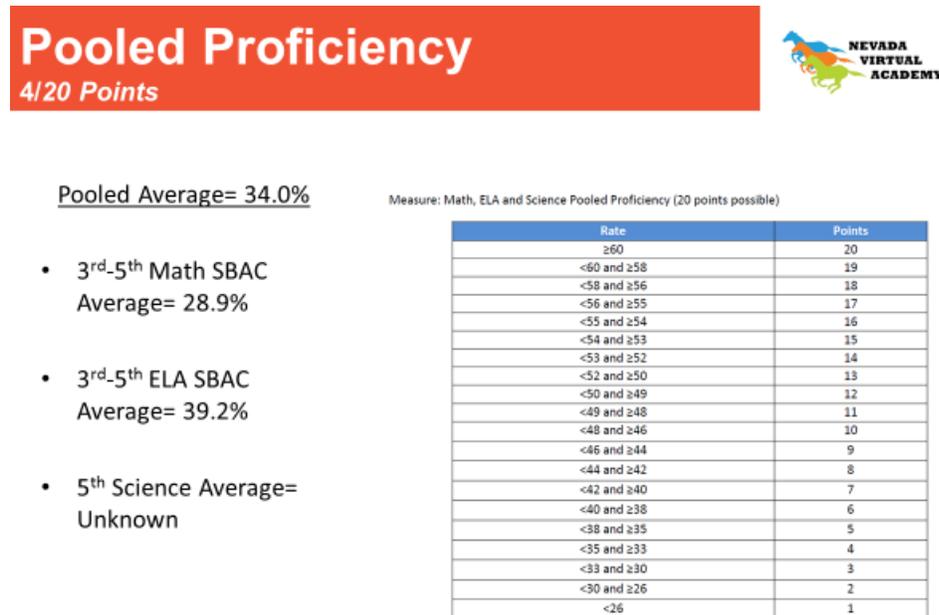
A. Elementary School Program

Nevada Virtual Academy Elementary School program (NVVA-ES) has undergone a dramatic shift since the 2013 charter renewal. The increased rigor of the Nevada Academic Standards, along with increased accountability measures passed in the last legislative session, have made academic achievement at the youngest levels a priority.

Academic Achievement

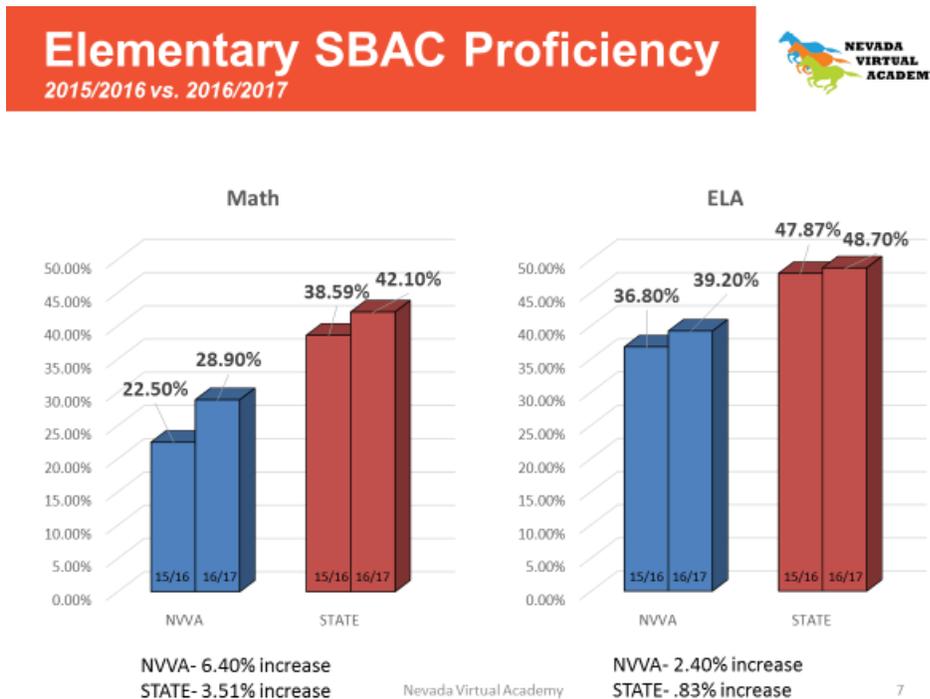
Upon initial observation, the academic proficiency at NVVA-ES could be interpreted as less than ideal. Looking at Figure 1 below, the school received 4 out of 20 possible points by having a pooled proficiency of 34%, with 5th grade Science not being a factor for the 2016-2017 school year.

Figure 1: Elementary School Pooled Proficiency



While the school program did not receive as many points on the NSPF as it had hoped, upon closer examination, as can be seen from Figure 2 below, the school program hit its portion of the School Performance Plan (SPP) goals of increasing math proficiency of 1-2% and ELA proficiency of 2-3%. NVVA-ES saw a 6.4% increase in Math and a 2.4% increase in ELA.

Figure 2: Elementary School Program SBAC Proficiency Comparison



At the individual grade levels within the Elementary program, each grade increased its Math proficiency. Third grade increased its Math proficiency from 32.5% to 39.2%, while it increased its ELA proficiency from 36.8% to 39.7%. Fourth grade increased its Math proficiency from 17.1% to 26.1%, while it increased its ELA proficiency from 32.1% to 41.4%. Fifth grade increased its Math proficiency from 18.5% to 23.2%, while its ELA proficiency decreased from 40.8% to 37%.

It should be noted that the 5th grade Science average was not factored in at both the school and state level, so there is no estimation if the factoring in of Science proficiency averages would have increased or decreased the school’s point total. Hopefully, after the results of the 2017-2018 school year, the NVVA-ES will see an increase once Science is accounted for.

New to the elementary portion of the NSPF, 3rd Grade ELA proficiency has been placed into the spotlight due to the legislative changes with the Read By Grade 3 initiative. As can be seen from Figure 3, NVVA-ES received 3 out of 5 points for having 39.7% of its 3rd grade student proficient on the ELA SBAC, up from 36.8% the previous year.

Figure 3: Grade 3 ELA SBAC Proficiency



Measure: Grade 3 ELA Proficiency (5 points possible)

3rd ELA SBAC Average= 39.7%

Rate	Points
≥63	5
< 63 and ≥51	4
<51 and ≥38	3
<38 and ≥25	2
<25	1

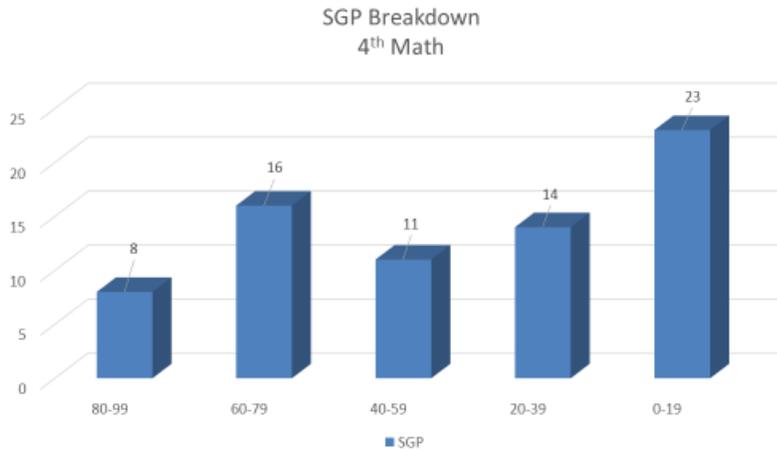
Growth and Gaps

The elementary school program has also emphasized closing the achievement gap with its staff and families. Since 4th and 5th grades are the only grades that can receive growth indicators, there is a special emphasis placed on staff to continuously monitor growth of those students throughout the school year.

With the 2016-2017 school year, the first for growth percentiles, the elementary school program only received 5 out of the 20 points possible for Median Math and ELA growth, and 3 out of 15 points for Adequate Growth. Once the school received Student Growth Percentiles (“SGP”) it was able to breakdown how the two grades performed and looked for patterns to improve performance for next year.

When looking at 4th grade, it became clear that the grade had several students who struggled to grow during the year. As seen from Figures 4 and 5 below, too many students had SGPs of 0-19 in both Math and ELA, which brought down the median averages.

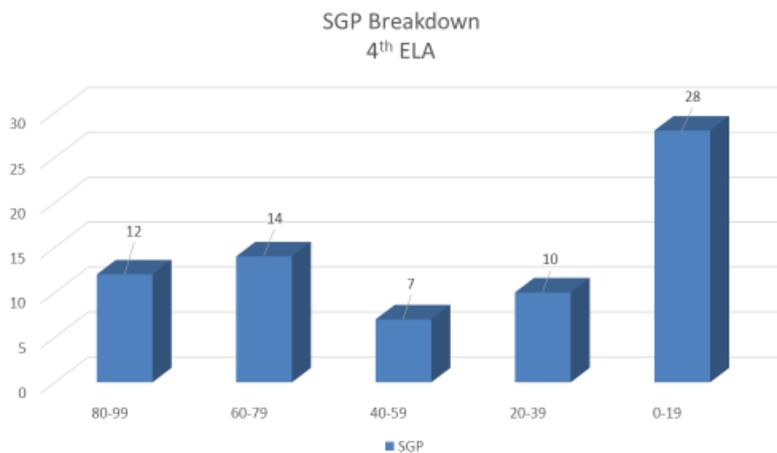
Figure 4: 4th Grade Math Growth Breakdown



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Figure 5: 4th Grade ELA Growth Breakdown

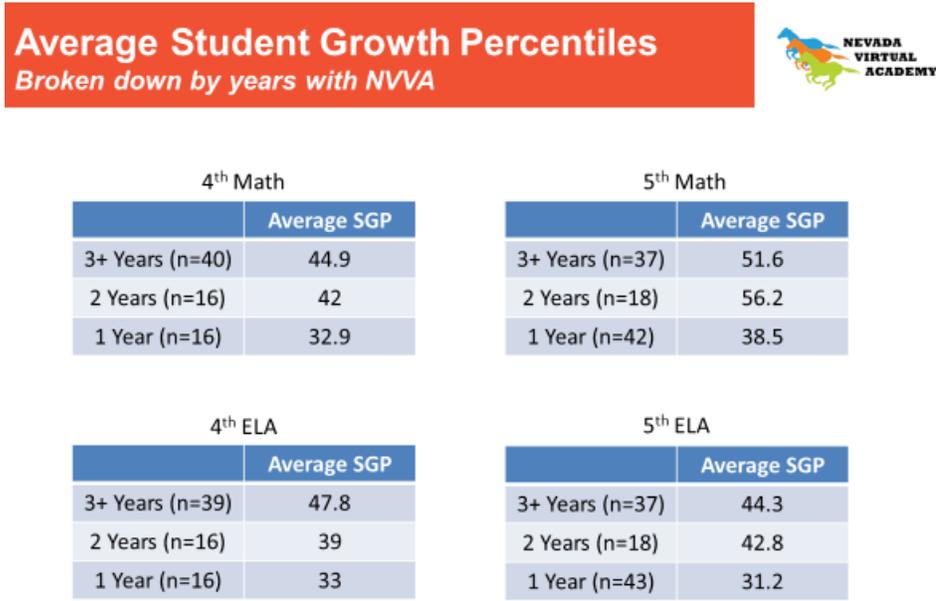


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Upon closer inspection, it became clear where some of the problem laid. As seen from Figure 6 below, students whose first year with NVVA-ES was the 2016-2017 grew significantly slower than those who had been with the school for 2-3 years.

Figure 6: SGP breakdown by Years with NVVA



The same could be said for 5th grade, who fared better in the growth department. As seen from Figure 7, students were with the school 2-3 years had an average SGP of 10 points or more than students who only had one full year with the school.

Figure 7: 5th Grade Math Growth Breakdown

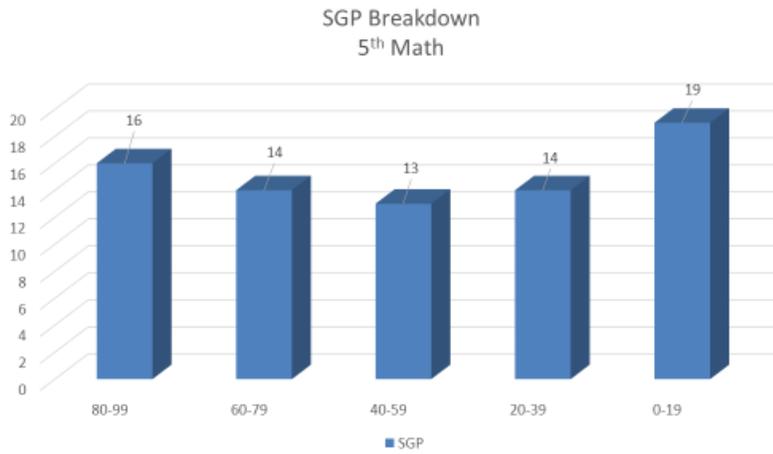
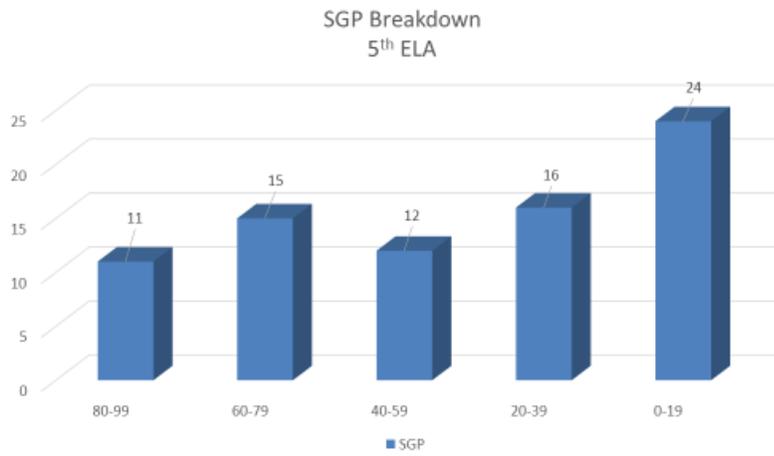


Figure 8: 5th Grade ELA Growth Breakdown



Chronic Absenteeism

NVVA-ES was unaware of changes in the Engagement portion of the NSPF until the end of the 2016-2017 school year. Before that time, Average Daily Attendance was the major Student Engagement measure for the old framework, which the school monitored closely. These are two entirely different measures.

Figure 9: 2016-2017 ES Chronic Absenteeism

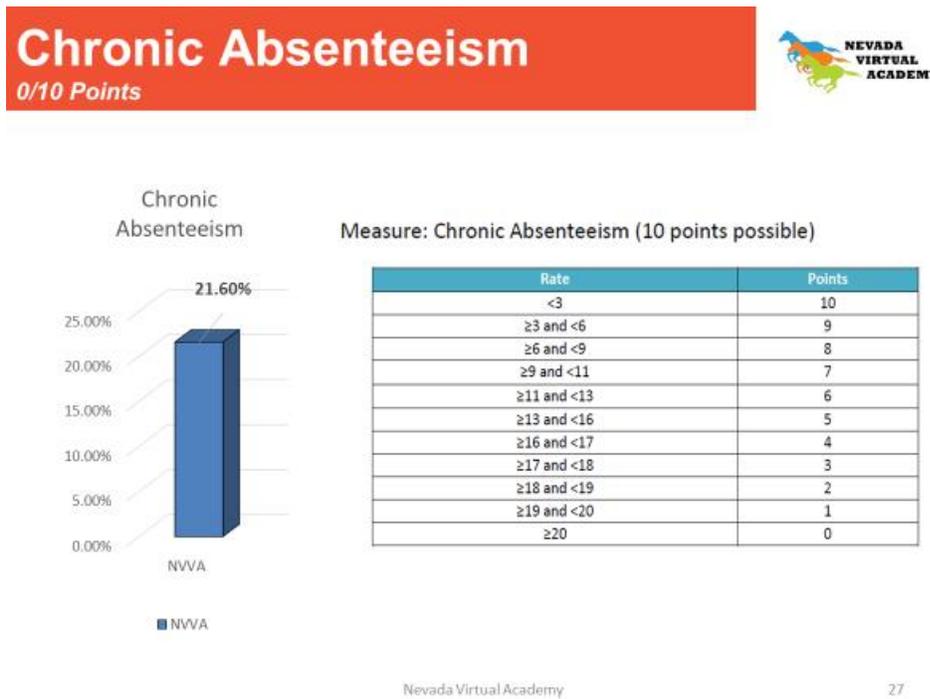


Figure 9 shows that NVVA-ES received no points due to its high Absenteeism rate. Now that the school is aware of how the state will be measuring chronic absenteeism, it has made clear to its staff how to properly track students who are closing in on 10% absenteeism and provide the support necessary to make families aware of their students' attendance and the expectations of the school and the state. As of the end of February, NVVA-ES was tracking around 7% for its Chronic Absenteeism rate, which would be an 8-point increase from the 2016-17 school year. As of the end of February 2018, grade-level Chronic Absenteeism was tracked at these levels:

Kindergarten- 15/81 deficient= 18.5%
 1st Grade- 2/70 deficient= 2.9%
 2nd Grade- 1/71 deficient= 1.4%

3rd Grade- 2/81 deficient= 2.5%
4th Grade- 3/108 deficient= 2.8%
5th Grade- 11/113 deficient= 9.7%

Total- 34/524= 6.5% deficient

Climate Survey

Like Chronic Absenteeism, the Climate Survey is a brand-new measurement for the NSPF that NVVA-ES was unaware of until the end of the 2016-2017 school year. The school was unaware that 55% or more of its student population had to complete the survey in order for the school to receive the 2 bonus points. Now that NVVA-ES is aware, it will work with its families to ensure that it receives the points every year and has started tracking to ensure that at least 75% of its population participate by the end of the 2017-18 school year.

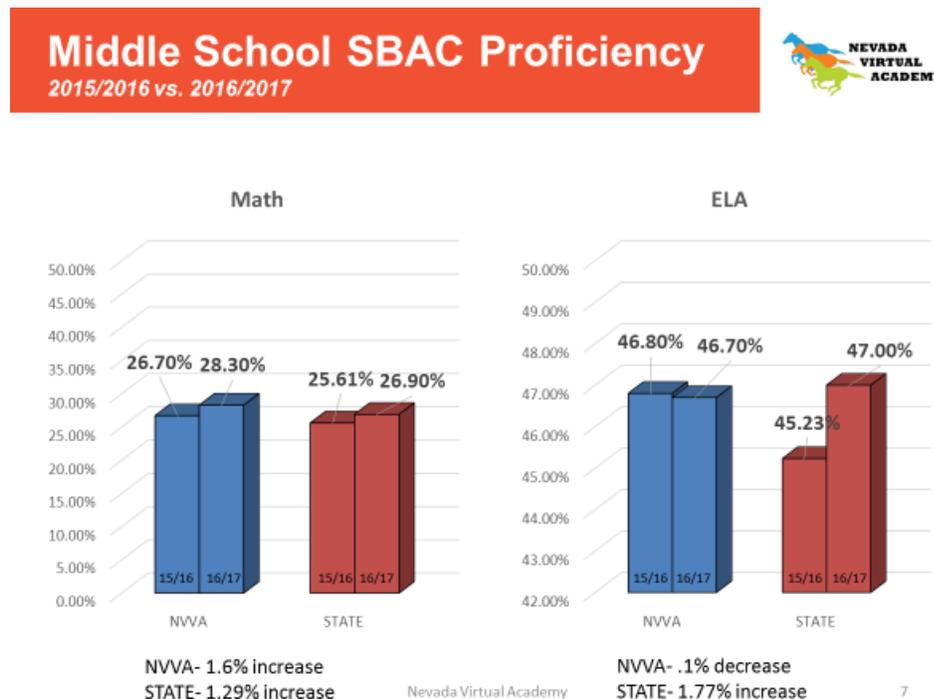
A. Middle School Program

Nevada Virtual Academy Middle School program (NVVA-MS) has demonstrated significant growth since the last renewal during the 2012-2013 school year. With a partially developed NSPF and two years' worth of reliable SBAC data, the school received 55 out of 90 points, with 10 points being excluded due to the school's small English Language Learner population. This translated to 61.1 points out of 100, which gave the Middle School program a 3-Star designation. In comparison, under the old NSPF, the Middle School program received 41 points in 2012-2013 and 57 points in 2013-2014. This growth trajectory is attributed to the increase in highly qualified math instructors, newly implemented reading strategist program, and the increased accountability for both teachers and students.

Academic Achievement

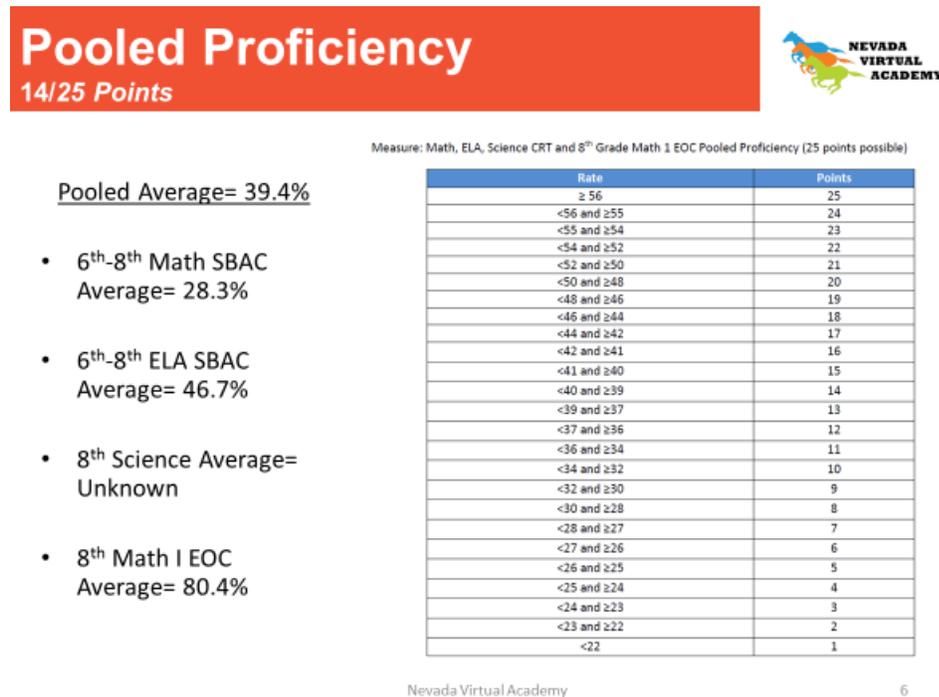
Substantial growth on the partially developed NSPF was due in large part to the Middle School program performing at or above the state average on the Smarter Balanced assessments. As shown by Figure 10 below, NVVA-MS outperformed the state average on Math proficiency and was right with the state average on ELA proficiency.

Figure 10: Middle School Program SBAC Proficiency Comparison



These levels of proficiency, along with 80.4% of 8th grade students who successfully passed the High School Math I End of Course exam, led to NVVA-MS receiving 14/25 points for Academic Achievement, as seen from Figure 11. This is known as a Pooled Proficiency, and is new to the NSPF, whereas in the past each test was given a specific point total.

Figure 11: Middle School Program SBAC Proficiency Comparison



At the individual grade levels, NVVA-MS outperformed the state average in 7th grade Math and ELA proficiency, as well as 8th grade Math and ELA proficiency. The Middle School program has emphasized the need to increase proficiency in 6th grade Math and ELA scores, as well as the need to increase High School End of Course passage at the Middle School program level, since these students have been classified as advanced by the school’s instructional staff.

It should be noted that the 8th grade Science average was not factored in at both the Middle School program and state level, so there is no estimation if the factoring in of Science proficiency averages would have increased or decreased the Middle School program’s point total. Hopefully, after the results of the 2017-2018 school year, the NVVA-MS will see an increase once Science is accounted for.

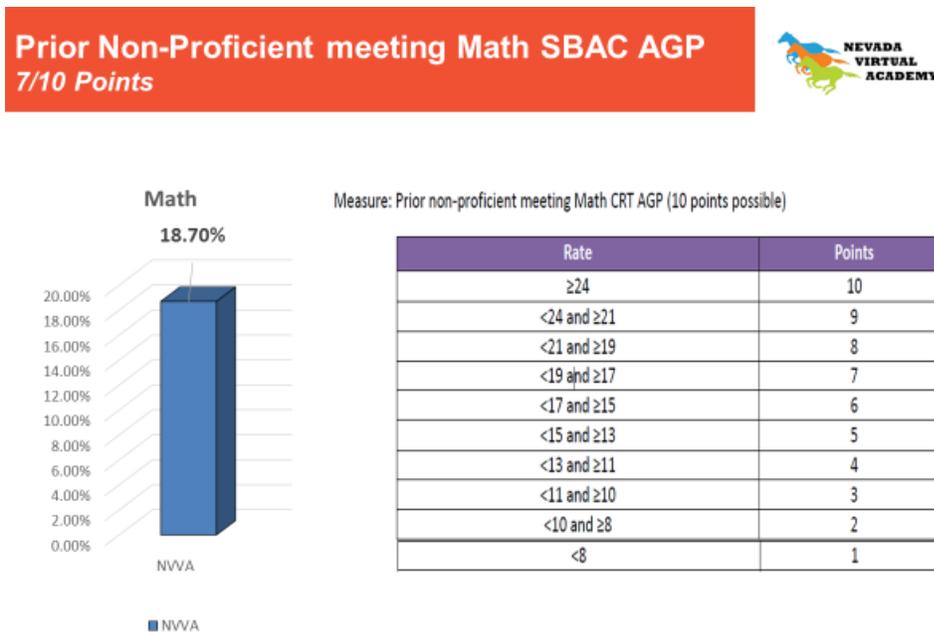
Growth and Gaps

NVVA-MS has also emphasized closing the achievement gap with its staff and families, making sure that every stakeholder understands the necessity for every student succeeding. Under the partially developed NSPF framework, the school made incremental, but steady growth as well.

With a score of 46, the Middle School program grew its students a tad slower than the state average in Math; while with a score of 52, the school grew its population faster than the state average in English.

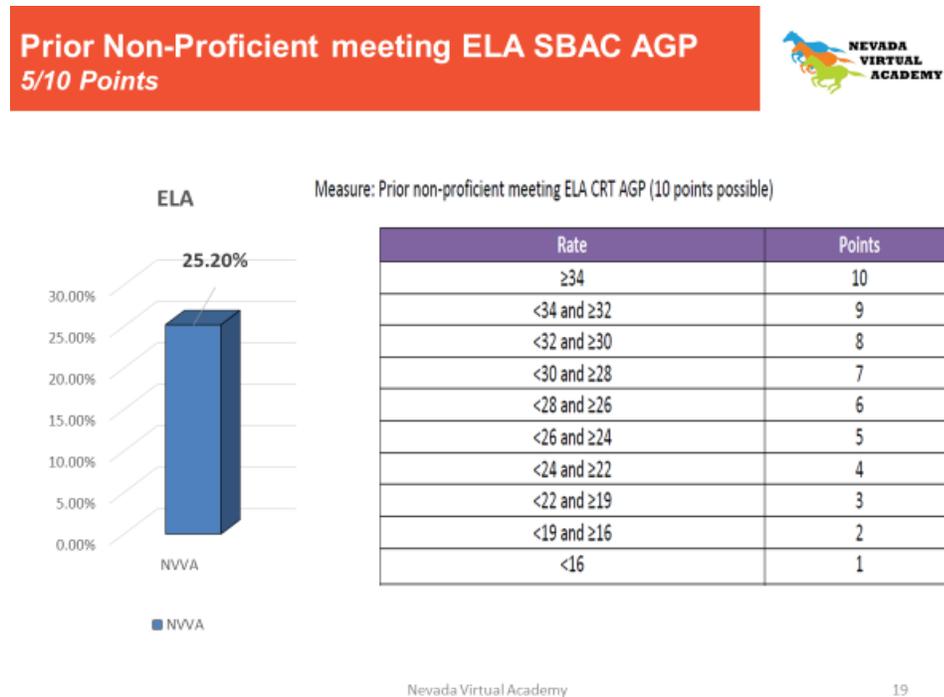
In terms of closing the achievement gap, the school worked hard on improving its blended services to help struggling students. As can be seen from Figure 12, 18.7% of prior non-proficient students met their Math Adequate Growth Percentile (AGP), which led to the school receiving 7 out of 10 possible points.

Figure 12: Prior Non-Proficient Students meeting Math SBAC AGP



In Figure 13 below, 25.2% of the Middle School program’s prior non-proficient population met their ELA AGP, which led to the school receiving 5 out of 10 possible points. There is much work to be done to receive the full 10 points at 34% meeting their AGP, but the Middle School program has made significant strides from years past.

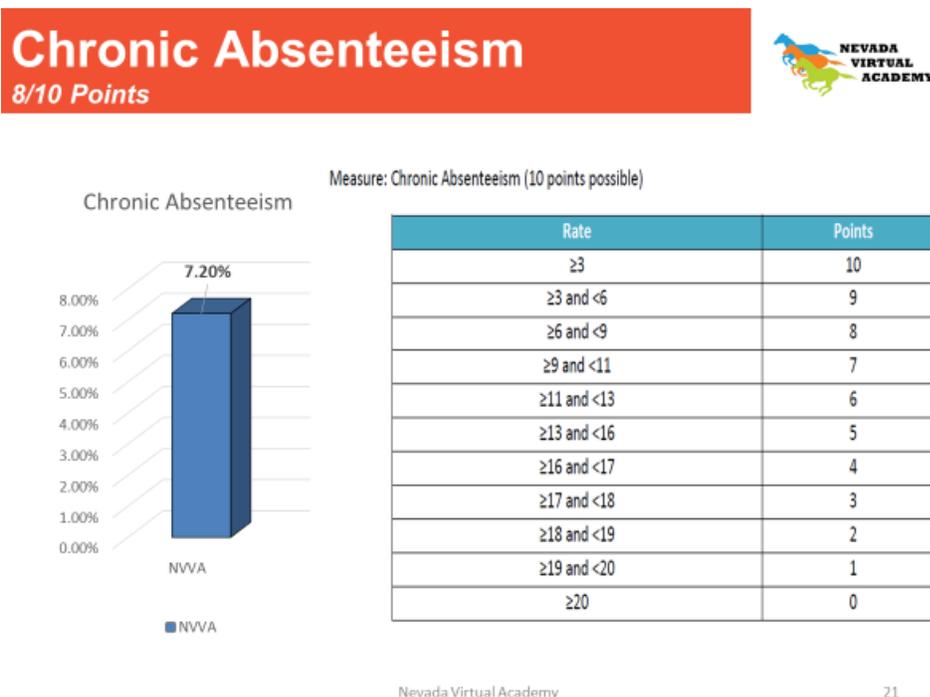
Figure 13: Prior Non-Proficient Students meeting ELA SBAC AGP



Student Engagement

Just like in NVVA’s Elementary program, Chronic Absenteeism is a brand-new measurement for the partially developed NSPF that NVVA was unaware of until the end of the 2016-2017 school year. However, at the Middle School level, the student population spent much more time in their classes. As seen from Figure 14 below, the 7.2% Chronic Absenteeism rate for NVVA-MS led to the school receiving 8 out of 10 points.

Figure 14: 2016-2017 MS Program Chronic Absenteeism



Like the Elementary program, now that the Middle School program is aware of how the state will be measuring chronic absenteeism, it has made clear to its staff how to properly track students who are closing in on 1% absenteeism and provide the support necessary to make families aware of their students' attendance and the expectations of the school and the state. As of the end of February 2018, grade-level Chronic Absenteeism was tracked at these levels:

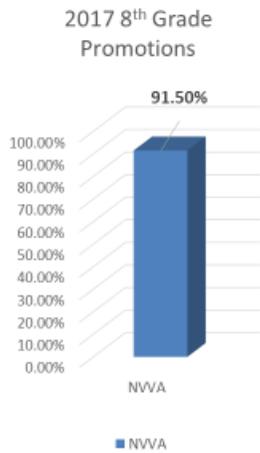
- 6th Grade- 0/161 deficient= 0%
- 7th Grade- 3/251 deficient= 1.2%
- 8th Grade- 5/286 deficient= 1.7%

Total- 8/698= 1.1% deficient

NVVA-MS received the full 2 points for having 100% of its student population receiving an Academic Learning plan, which the school does with each student at the beginning of enrollment as well as the beginning of each Quarter. The school also received the full 3 points by having 91.5% of its 8th grade population promoted to high school, as seen from Figure 15.

Figure 15: 2016/2017 8th Grade Promotion Percentage

Students on Track for HS per NAC 389.445
3/3 Points



Measure: Students on Track for High School per NAC 389.445 (I) A-D

Rate	Points
≥90	3
<90 and ≥75	2
<75 and ≥60	1
<60	0

Climate Survey

Like Elementary, NVVA-MS program was not aware that 55% or more of its student population had to complete the survey in order for the school to receive the 2 bonus points. Now that NVVA-MS is aware, it will work with its families to ensure that it receives the points every year.

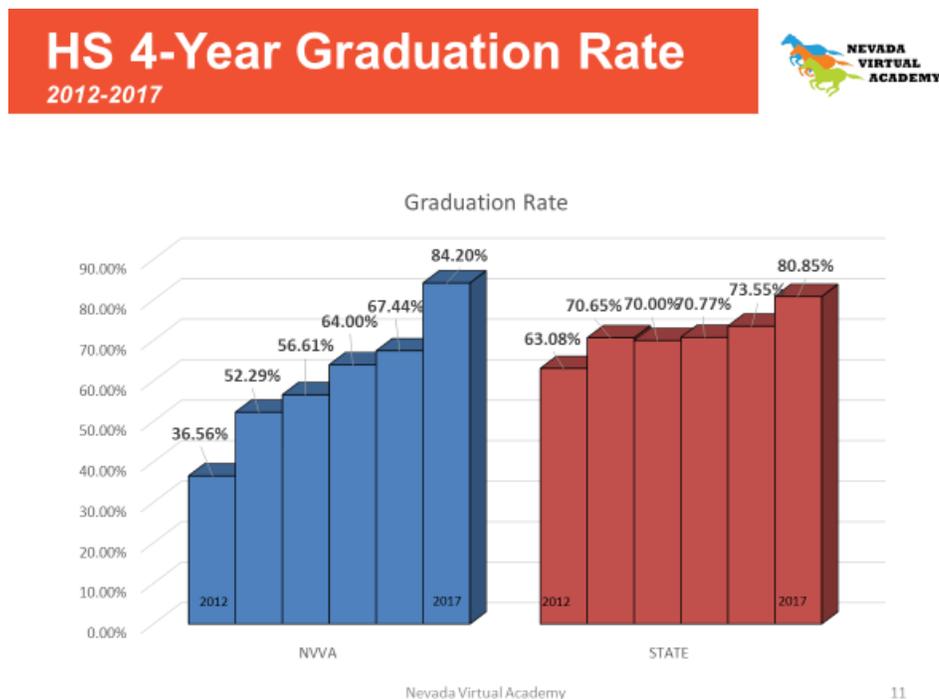
A. High School Program

Nevada Virtual High School program (“NVVA-HS”) has demonstrated significant growth in many academic achievement measures since the 2013-2014 school year. While the school does not know where it stands in comparison to other high school in respect to its NSPF score, since the full NSPF has been suspended, there are specific areas that staff is focused on to see even more growth during the 2017-2018 school year.

Graduation Rate

The NVVA-HS graduation rate has more than doubled, from 36.56% in 2012 to 84.2% in 2017. As can be seen from Figure 16, 2017 marks the first year that NVVA-HS will have a higher graduation rate than the state average.

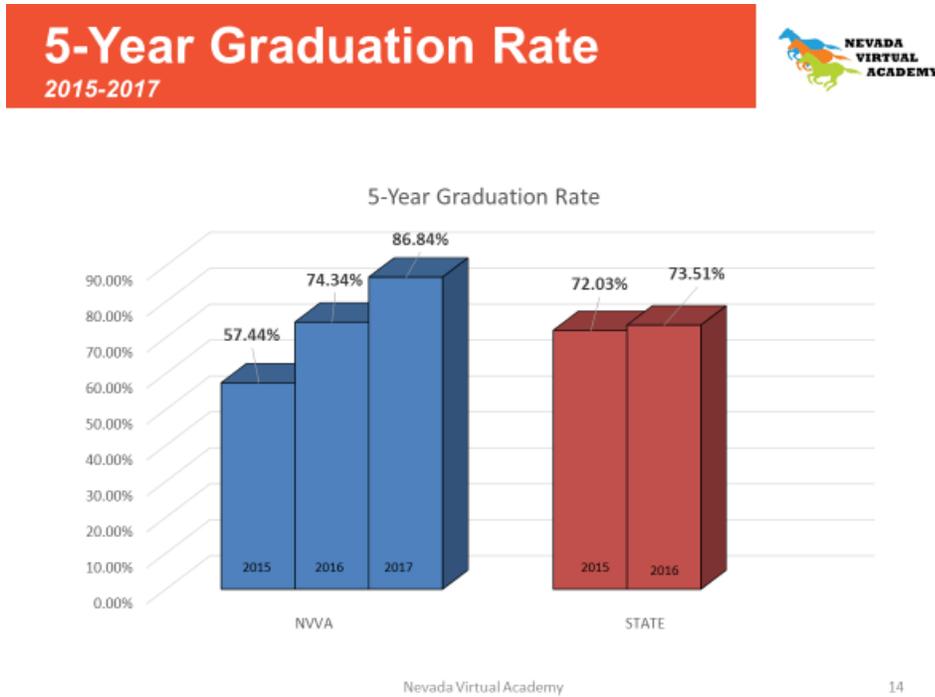
Figure 16: NVVA-HS Program 4-Year Graduation Rate 2012-2017



After increasing the number of graduates from 68 with the class of 2012 to 165 with the class of 2017, NVVA-HS is working to ensure that they are not only graduating high school, but becoming College and Career ready as well.

NVVA-HS has also worked to increase its 5-Year Graduation rate. The 2015-2016 5-Year Adjusted Cohort Graduation rate marks the first year that NVVA-HS had a higher graduation rate than the state average, as can be seen from Figure 17. With the sunsetting of the HSPE requirements, the 2017 Cohort saw another 12.5 percentage point increase (official state data not yet available).

Figure 17: NVVA-HS Program 5-Year Graduation Rate 2015-2017



ACT Averages

Starting with the 2014-2015 School year, all 11th grade students across the state of Nevada participated in the ACT assessment. NVVA-HS has been near or above the state average in every category, as seen from Figure 18 below.

Figure 18: 2016-2017 NVVA-HS Program/State ACT Comparison

	<u>NVVA-HS</u>	<u>State</u>
Composite	17.4	17.4
Mathematics	16.9	17.6
English	16.4	16.2
Reading	18.2	17.7
Science	17.7	17.8
Writing	5.4	5.9

It is the NVVA-HS program’s goal to increase its ACT Composite average from 17.4 to 17.6 for the 2019 Cohort. The school also is working with its staff to increase its Math, Science, and Writing averages to mirror the states by incorporating more timed assessments that mirror questions that appear on the ACT.

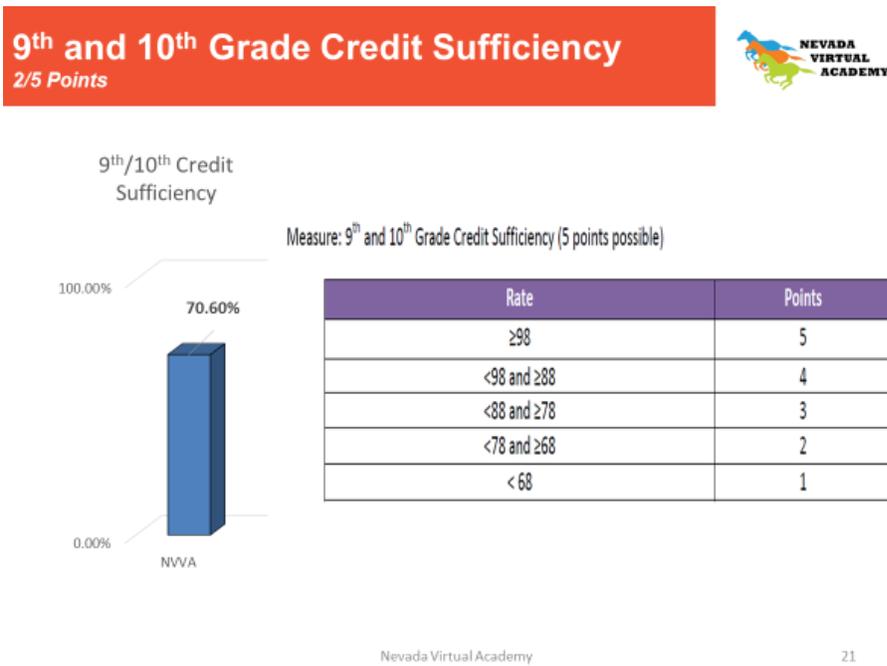
End of Course Exams

Until 2016, in order to graduate with a standard diploma, students in Nevada had to earn 22.5 credits, as well as pass the four High School Proficiency Exams (HSPE) in Reading, Math, Writing, and Science. The HSPEs were phased out and End of Course (EOC) exams were brought in as a replacement, but in the Fall of 2017, the Nevada Department of Education decided to downgrade the EOCs from “high stakes” exams to “medium stakes.” With that decision, NVVA-HS does not, at this time, know how EOC proficiency will factor into the high school NSPF, but will monitor it closely in order to receive the maximum amount of points possible.

Credit Sufficiency

Under the partially developed NSPF, high schools will be able to receive up to 5 points based on 9th and 10th grade credit sufficiency at the end of the school year. For the 2016-2017 school year, NVVA-HS had a combined average of 70.6%, which produced 2/5 points, as seen from Figure 19.

Figure 19: 2016-2017 9th/10th Grade Credit Sufficiency



Since this measure is calculated at the end of the school year for all 9th and 10th grade students (not just Validated students who have spent all year with NVVA-HS), this is a fluid measure. Due to NVVA-HS having one of the highest Transiency Rates in the state at 63.2%, the school can only track its full academic year students with fidelity. For instance, credit sufficiency rates for all 9th grade students at the end of the 2016-2017 school year was 74.4%. Credit sufficiency rates for all Validated 9th grade students who enrolled before October 1 (121/141) at the end of the year was 85.8%.

Moving forward, NVVA-HS will continue to track its students and relay to its families the importance on hitting the school’s credit goals for 9th (5 credits) and 10th (11 credits) grade. Until the state changes how it measures credit sufficiency, NVVA-HS will continue to work with all students, even those students who come in credit sufficient at the beginning of second semester.

Chronic Absenteeism

Like the other two NVVA programs, Chronic Absenteeism is a brand-new measurement for the partially developed NSPF that NVVA-HS was unaware of until the end of the 2016-2017 school year. Before that time, Average Daily Attendance was the major Student Engagement

measure for the old framework, which the school monitored closely. These are two entirely different measures.

Figure 20: 2016-2017 HS Program Chronic Absenteeism

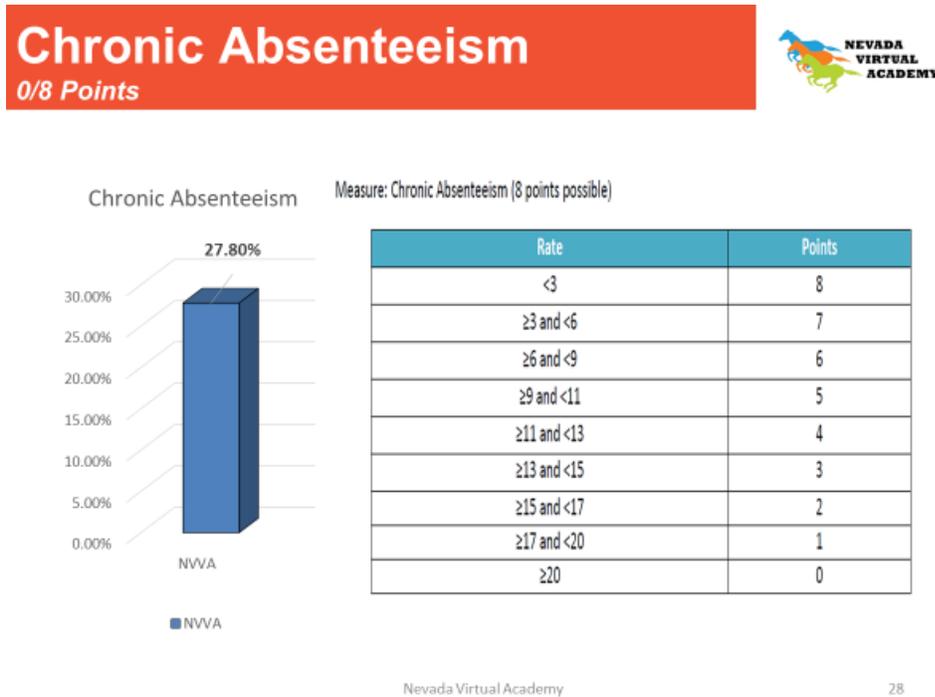


Figure 20 shows that NVVA-HS received no points due to its high Absenteeism rate. Now that the school is aware of how the state will be measuring chronic absenteeism, it has made clear to its staff how to properly track students who are closing in on 10% absenteeism and provide the support necessary to make families aware of their students’ attendance and the expectations of the school and the state. As of the end of February 2018, grade-level Chronic Absenteeism was tracked at these levels:

- 9th Grade- 5/208 deficient= 2.4%
- 10th Grade- 9/268 deficient= 3.3%
- 11th Grade- 17/238 deficient= 7.1%
- 12th Grade- 17/177 deficient= 9.7%

Total- 48/891= 5.4% deficient

Climate Survey

Like Chronic Absenteeism, the Climate Survey is a brand-new measurement for the partially developed NSPF that NVVA-HS was unaware of until the end of the 2016-2017 school year. The High School program was not advised that 55% or more of its student population had to complete the survey in order for the school to receive the 2 bonus points. Now that NVVA-HS is aware, it is currently working with its families to ensure that it receives the points every year.

Jump Start Program

Since 2013, NVVA-HS has substantially increased options for advanced learners. This is evident in the 500% increase in the percentage of students earning a 3 or better on an Advanced Placement Exam, or earning college dual credit. Although NVVA-HS has partnerships with 7 of the 8 Nevada System of Higher Education institutions, its partnership with Western Nevada College has been particularly fruitful. In the Fall of 2015, NVVA-HS started its first cohort of the Western Nevada College Jump Start College Program. A second cohort of the Jump Start Program began in the Fall of 2016, and the school hopes to increase its Jump Start population annually.

Partnership with McREL International

By working closely with McREL International in its third year of receiving a School Improvement Grant NVVA-HS is excited about its future. In addition to providing proven, research-based solutions aimed at school improvement, McREL has also provided quality professional development for school leaders in the areas of Professional Learning Communities, change management, and sustaining positive change.

4. K-5 Targeted Plan to Cure Deficiencies

In order to increase academic achievement at NVVA-ES, staffing and administrative changes were made to accelerate the trajectory of student success. These changes focused on meeting the needs of the diverse learners in the early grades. Once the changes were made, staff collaborated to address various improvement areas and provide a plan to increase its NSPF rating annually.

Based on State Public Charter School Authority (SPCSA) initiatives to address various areas to bring about a “cure” for deficiencies, the NVVA Continuous Improvement Plan and Evaluation will address several areas: **Parent and Community Involvement, Curriculum and Instructional Design, Driving For Results, and School Culture.**

A. Parent and Community Involvement

To increase stakeholder engagement, resources, and wrap-around services, NVVA-ES staff focuses currently on three areas to provide support for families the extend past the classroom.

- Family Academic Support Team (FAST) – Team of trained school professionals who work with families to overcome academic, social, emotional, medical and/or community challenges. This holistic approach includes early intervention, support services and connecting families with wraparound services.
- Parent/Learning Coach Support - Parent University/Courses and communication protocols to connect more effectively with families and students. The use of K12’s Parent University will serve as the backdrop to this initiative (<https://www.help.k12.com/s/article/The-K12-Learning-Coach-University>).
- After-School Activities – Implement continuous after school, face-to-face academic activities to encourage on-going learning and resources for families. Literacy Nights, STEM (math/science) Night, Book Fairs and family social events serve to bring families together for on-going learning activities.

B. Curriculum and Instructional Design

With so many areas that encompass curriculum and instruction design, the team had to focus on specific areas to guarantee that they could see the most return on their investment of time and energy in order to yield appropriate student outcomes. Below are the specific areas that the school feels will maximize growths in the shortest amount of time.

- Enhanced Instructional Model – K-5 will utilize the nationally recognized On-Line School (OLS) curriculum, scope and sequence with fidelity, which includes a prescriptive and consistent approach. This will include a comprehensive GAP analysis to supplement instruction to ensure that Nevada Content Standards are being met at the various tiered instructional levels. (Appendix A - Instructional Model)

- Differentiated Instruction- Student instructional levels will be utilized to connect with daily tiered instruction and the creation of our Class Connect Sessions for instruction. This will include Enrichment opportunities that led to new in-depth learning and Targeted Instruction to maximize each student’s growth by meeting each student where he/she is and helping the student progress.
- Literacy Plan – Creation and implementation of an updated/responsive Literacy Plan, in conjunction with McRel Consulting, to address student literacy needs. (Appendix B - Literacy Plan)
- Literacy Consulting - Work with nationally renowned educational professionals, McRel Consulting, to provide ongoing support and resources for school’s literacy initiatives.
- Blended/Pathway Changes – Newly created guidelines which emphasize face-to-face support for struggling students and instructional pathways that address students’ individual academic needs. (Appendix C - Revised Blended Guidelines)
- Response To Instruction (RTI) – Revised requirements, interventions, progress monitoring, supporting and documenting our most challenged students’ needs and progress. (Appendix D - RTI Process)
- Summer Programming – on-going learning opportunities to support student knowledge acquisition in June/July to enhance their academic abilities.

C. Driving for Results

To comply with the Authority Board’s request for real-time data to measure and evaluate progress of the school in terms of the NSPF, the school will be approaching the issue in several different ways:

- Use of MAP/Summit Math interim assessment- Proficiency and growth data from quarterly assessments will be used to target and deliver weekly differentiated instruction to students in small groups in order to increase student learning and growth.
- Data Discussions – Administrators will on a weekly basis view student attendance, academic progress, and teacher achievement data using NVVA’s Data Tracker and other assessment tools with each teacher to pinpoint areas of focus and follow up to maximize student success.
- Attendance Tracking Enhancements – In alignment with the State of Nevada’s Chronic Absenteeism calculations, Instructional Sessions, Blended Instruction, and on-line sessions (OLS/OMS) attendance tracking will be modified and monitored to ensure positive school attendance for students.

D. School Culture

The school has worked hard this year to emphasize the need for high expectations for all stakeholders while creating a positive, supportive academic environment in which all students have the opportunity to thrive.

- Staff Professional Development – Weekly professional development to enhance instructional practices, student assessment, and updated teaching strategies to support student development. The use of K12 professional development opportunities, Association for Supervision and Curriculum Development (ASCD) professional development and site-based trainings will be utilized to meet this need.
- Additional Supports – Staff were added to address the needs of our K5 students and staff: Literacy Specialist, RTI Interventionist and Academic Advisors.

5. Conclusion

NVVA was already designing and implementing programs to bolster its elementary school program when contacted by Authority earlier this year. As this Plan indicates, NVVA has made strides in multiple areas since its contract renewal in 2013 and brought on new administrators this school year that have led the school with an eye towards improving the elementary school program. The multi-faceted changes are evident by a visit to NVVA's Blended Learning Center or discussions with the many students and parents that are taking advantage of the unique programs NVVA has to offer.

The consistent academic growth of Nevada Virtual Academy students combined with the schools' ability to sustain this achievement demonstrates that NVVA should be given an opportunity to implement and measure growth in its elementary school program based on the processes and procedures identified herein. Notably, the school increased its overall rating on the SPCSA Framework by 16.18 points from SY 2012/2013 to SY2013/2014.^[1] In addition, significant achievement gains have been made in key areas: high school graduation rate, state proficiency exams, and ACT scores. Further, NVVA has closed achievement gaps in populations of educationally disadvantaged students and continues to serve the largest FRL student population in the SPCSA Portfolio.

The school has articulated its researched-based plan to continue its current growth and sustain its achievement gains especially in its elementary school program. The school's blended initiative, has increased both student engagement and achievement and provided valuable information and tools that can be utilized moving forward. NVVA's administration, teachers, and staff will continue to use data-driven decisions to drive school improvement and refine instructional practices while focusing on parent and community involvement, curriculum and instructional design, implementing real-time data measures and continuing to create and emphasize a culture with high expectations for all stakeholders.

NVVA deserves an opportunity to further implement its Plan and believes it will be in a position at the time of its renewal to show the positive impact of the changes it has made.

^[1] Data is not available for the 2014/2015 school year due to statewide testing irregularities.

APPENDIX A
Instructional Model

Nevada Virtual Academy (K8)
Instructional Planning Expectations
2018

1. Initial Instruction

Teachers and students must have clear understanding of Nevada Academic Content Standards as defined in http://www.doe.nv.gov/Curriculum_Standards/

- Learning targets are clearly articulated (i.e. posted on CC slides, described in rubrics, and clearly communicated via Infinite Campus).
- Teachers will consistently strive for effectiveness and efficiency by adhering to best practices.
- Assignments and assessments are aligned with Nevada Academic Content Standards and are an accurate and meaningful reporting of student achievement.
- Instruction is scaffolded to aid in achieving targeted outcomes at a proficient level.

2. Instructional Plans

- Long range plans must be developed for the year and are aligned to Nevada Academic Content Standards and use K12 curriculum, scope and sequence, with fidelity.
- Long range plans will identify OLS lessons and OLS CC enhancements and supplements.
- Daily/weekly plans are to follow the long-range plans accordingly.
- Plans will be complete and saved to the server. If there are any changes to the teaching long range plans will be modified accordingly.
- Individual teacher instructional plans may be reviewed at any time by grade level chairs and administration.

3. Cross Curricular Teaching

Cross Curricular teaching is defined by the integration of two or more areas of academic content areas into one area of instruction. By effectively putting this into practice we are allowing students to apply their areas of knowledge in a variety of contexts thus engaging them in higher level thinking. To effectively incorporate this into instruction teachers are expected to:

- Use curriculum science and social studies content to address nonfiction standards.
- ALL content teachers K-8 and specialists are required to incorporate cross curricular teaching, specifically integrating the content areas of reading and writing into ALL other subjects.
- 6-8 Teachers are encouraged to collaborate with teachers of other content areas and specialties to develop cross curricular projects.

4. Best Practices

- a. Teachers will utilize best practices in all teaching
 - I. Eliminate busy work
 - II. Maximize collaborative work
 - III. Minimize calling on students by hand raising
 - IV. Use SOLO (Structure Of Learning Outcomes) practices
 - V. Use web cam as much as possible
- b. Blended Sessions
 - I. No more than 10 min whole group instruction at a time
 - II. Utilize small group instruction and centers
 - III. Plan instruction based on required targeted skills of each group

APPENDIX B
Literacy Plan

Literacy Plan K8 2018

Nevada Virtual Academy (NVVA), a Virtual Charter School partnered with K12, has created a community of life-long learners with high-quality instruction through the Pathways Program-virtual, blended, or independent learning platforms. Serving a variety of students through NVVA's online program and the *Pathway Initiative* to receive the most support based on their individual needs.

The mission of Nevada Virtual Academy, is to make a difference by meeting the unique needs of our diverse students, preparing them for college or career in the 21st century through high-quality instruction in our virtual platform.

Core Beliefs:

- NVVA teachers provide targeted instruction through Pathways: virtual, blended, and independent
- NVVA teachers work with families to ensure students' academic needs are met
- NVVA teachers monitor students' progress and growth
- NVVA teachers work with students to ensure mastery
- NVVA teachers utilize a variety of strategies online and in face-to-face platforms meeting students' needs every day
- NVVA teachers collaborate to unwrap NVACS, instruction, assessment, and interventions
- NVVA Family Academic Support Team (FAST) enrollment team and counselor ensure student success with outreach and communication
- NVVA administration oversees instruction and provides feedback for a continuous cycle of instructional best practices improvements

Literacy Plan Goals

The Literacy Task Force at NVVA is committed to high-quality literacy education for all students. We will accomplish this by providing teachers with researched-based resources/education, empowering parents, and using our platform in creative ways to reach varied levels of students.

- 1) Parents will be informed of their child's reading level in all grades K-8 throughout the school year.
- 2) Individual literacy plans, and support will be provided for families/guardians of students who have been identified as a struggling reader through face-to-face or virtual sessions.

- 3) Increased levels of participations and engagement by families are expected for student success and achievement.
- 4) Students in grades K-3 will meet their RIT score growth targets on the MAP assessment in Reading. Fall testing in August/September to spring testing in May of each year will equate to *one-year growth* in reading.
- 5) NVVA students in K-3 will increase proficiency levels by *12%, each year after 2018 spring scores.
- 6) NVVA students will increase proficiency levels in 9% in Reading on the SBAC in Grades 3-8.
- 7) All students not performing at grade level at each assessment period will receive targeted interventions.
- 8) Reading instruction will be taught by highly qualified reading instructors.
- 9) All teachers will participate in a data-driven staff development model in reading instruction best practices, as well as extensive staff development in implementation.

Literacy Plan

Nevada's Read by Grade Three Act (SB 391), was designed to dramatically improve student achievement by ensuring that all students will be able to read proficiently by the end of the third grade. Aligning with the nine principles of the Nevada State Literacy Plan and in compliance with the Read by Grade Three guidelines, NVVA has implemented best literacy practices to ensure student academic achievement. Through assessment, communication, instruction, intervention, and professional development, NVVA will ensure increased student achievement in literacy.

Assessment Goals

Our goal is for all students to be at or above grade level on the Measures of Academic Progress (MAP) Screener and MAP Growth assessments. Based on the outcomes of the assessments, students may qualify for additional support through our Response to Intervention (RtI) program. Additionally, students identified as struggling readers will be provided with an individualized literacy plan created in partnership with the parent, teacher, literacy specialist, and school principal. Through high quality core instruction and differentiation, students will be supported to make growth based on grade level expectations and individual student goals. Data analysis of both the screening and diagnostic measures, informs teachers to provide classroom and tiered instruction to meet students' literacy needs. Furthermore, students will demonstrate reading proficiency throughout the primary grades and by grade 3. The following is a brief explanation of the types of assessments used to measure student proficiency and qualify students for additional interventions.

Screening

For Kindergarten, the State Board approved the developmentally appropriate Brigance III Kindergarten Entry Assessment to serve as the required 30-day Kindergarten screener. The winter assessment benchmark in kindergarten will then serve as the beginning point for the required use of the MAP Growth assessment. Students in grades 1-3 will be assessed with the MAP Growth test providing teachers with baseline data. Additionally, as new students enroll in NVVA, the literacy specialist will administer the MAP Growth tests during face-to-face sessions, outside of blended times. Data from these screenings will be used to identify the literacy needs of students and qualify them for additional literacy interventions.

Diagnostic

Students in grades 1-3 are required to take the MAP Growth benchmark assessments in fall, winter, and spring. Kindergarten students will begin taking MAP Growth assessments during the winter benchmark session. The MAP Growth test is an adaptive computerized screening assessment that measures growth from one period of time to another. Interim assessments will also be administered to students using the MAP Screener which will provide teachers and students of ongoing progression. Moreover, these assessments specifically match students' performance based on how well they perform on each item versus assessing them at their grade level. NVVA teachers analyze this data to identify deficiencies in learning and implement interventions needed to close the achievement gaps, particularly in literacy. Finally, students in grades 3-8 will take the Smarter Balance Assessment Consortium (SBAC) test that is based on the Common Core State Standards (CCSS) for English language arts/literacy (ELA) and mathematics for the spring benchmark. This test utilizes computer-adaptive tests and performance tasks allowing students to demonstrate their abilities.

Progress Monitoring

Nevada Department of Education (NDE) had identified the 40th percentile rank on the MAP Growth Reading Assessments as its Read by Grade 3 Indicator. Students in grades K-3 who have scored at or below the 40% mark on the MAP Growth Reading assessment will be identified as "struggling readers" and qualify for additional support and intervention identified in SB 391. These students will receive an individualized literacy plan that will be shared between student, teacher, parent, and literacy specialist. Students will begin the RtI process by receiving Tier II interventions. Progress monitoring of students' skills will be assessed through the MAP Skills Check to ensure proficiency is evident as a result of targeted intervention. If, however, those students who have received Tier II targeted instruction and still fall below MAP Growth Reading Assessments will be referred to Tier III and receive additional intensive intervention.

Communication

Nevada Virtual Academy works with families to communicate the academic progress of their children. Families are referred to as ‘Learning Coaches’ and assist with the academic instruction of their student. NVVA teachers and Learning Coaches work together to ensure students’ academic needs are met. NVVA will promote literacy activities, like family nights and Nevada Reading Week, that will focus on increasing student literacy development. NVVA teachers communicate with families through email, connection calls, NVVA Facebook page, student progression specifically, MAP Growth and MAP Skills-Check reports, student-parent conferences, and weekly newsletters from classroom teachers and the Family Engagement Liaison, to name a few. NVVA families are provided with information about reading instruction, assessment information, testing strategies, and are provided literacy support through workshops and trainings. As previously noted, families of students who have been identified as a struggling reader are also informed of additional opportunities of support. An example of this can be found in the blended platforms, teachers interact and engage with families to meet students’ needs through support and collaboration in the virtual and blended learning platforms.

Reading Instruction

At NVVA, is committed to provide a high-quality literacy and educational experience for students and families incorporating the nine principles of the 2015 Nevada State Literacy Plan (NSLP). NVVA teachers use student data to drive their instruction and create personalized learning goals for students. NVVA teachers engage in best practices like the Structure of Observed Learning Outcomes (SOLO), to provide differentiation that targets instruction to enhance the teaching and learning experiences for all learners, regardless of their learning platform. Additionally, NVVA teachers and in collaboration with Learning Coaches, provide a balanced literacy approach using authentic researched based instructional strategies for reading and writing built on the five essential components of literacy instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Reading instruction will align with the nine literacy guiding principles of the NSLP (2015)- *demonstrate independence, build strong content knowledge, respond to demands of audience, task, and discipline, comprehend and critique, understand other cultures and perspectives, privilege evidence, care about precision, look for and craft structure, and use technology and digital media strategically*. Finally, all students are provided tiered instruction to meet their individual literacy needs.

Interventions

Tier I: Core instruction

Reading instruction begins in Kindergarten with a multi-tiered approach using asynchronous, synchronous and blended platforms. Using a balanced literacy framework, Tier I instruction is

provided to students through K12's online curriculum and grade level content provided by the classroom teacher. NVVA teachers engage in researched-based best practices by providing whole and small group lessons to support and target students' instructional needs.

Tier 2: Strategic Intervention

Students who have scored at or below the 40% mark on the MAP Growth Reading assessment and identified as "struggling readers," qualify for additional support and intervention. Students will be referred to the RtI process whereby an individual literacy plan will be created to support students' needs. Families will be provided information regarding their child's individual literacy plan and be provided with literacy information to support their child at home. This plan will provide the appropriate intervention to be implemented by the teacher for a duration of eight weeks in addition to students Tier I instruction. Students will receive an additional 30 minutes of support for three days in groups not exceeding ten students. NVVA teachers will ensure that students receive targeted intervention to ensure mastery of specific skills and will monitor the progress of students to ensure the effectiveness of the intervention. After the intervention has been implemented, a follow up meeting will be held to determine the next steps for the student.

Tier 3: Intensive Intervention

Students who continue to score below the 40% mark on the MAP Growth Reading assessment or who have not had success in receiving Tier II intervention, are referred to Tier III and receive more intense direct intervention services. Families will be provided information regarding their child's individual literacy plan and be provided with literacy information to support their child at home. This plan will provide the appropriate intervention to be implemented by the teacher or literacy specialist for a duration of eight weeks. Students receive individualized instruction with targeted strand instruction from the classroom teacher or the literacy specialist for additional 30 minutes of support for four days in groups not exceeding three students. Students in Tier III receive one on one intervention with the literacy specialist during face-to-face blended times or one on one during virtual blended times with their teacher. Additionally, students may be instructed with Mark12, an intensive intervention reading curriculum provided by K12. NVVA teachers and the literacy specialist will ensure that students receive targeted intervention to ensure mastery of specific skills and will progress monitor students to ensure the effectiveness of the intervention. After the intervention has been implemented, a follow up meeting will be held to determine the next steps for the student.

Professional Development

NVVA educators are committed to excellence and mastery of reading of all students. NVVA leaders are committed to support the growth and development of NVVA teachers in all reading instruction. In compliance with Nevada's Read by Grade Three Act (SB 391), the literacy specialists will train and support teachers in grades K-4 to ensure there is a common alignment in the supports students will receive and provide teachers with tools necessary to meet the needs of

students identified as struggling readers. Further training for teachers will focus on the following topics: the Nevada Educator Performance Framework (NEPF), Nevada Academic Standards (NVACS), Nevada State Literacy Plan (NSLP), evidence based instructional practices and intervention in literacy, implementing required reading assessments and using data to improve student literacy achievement. In addition to providing literacy training and support to NVVA teachers, the literacy specialist will provide training and support workshops for NVVA Learning Coaches with best practices to support their student's literacy development. Moreover, NVVA teachers will participate in other professional development focusing on improving and increasing literacy development in students like, MAP webinars, book studies, professional learning community (PLC) times, and peer observations.

Summary

NVVA is committed to the motto: "Every Student, Every Day!" to ensure 100% of our students reading at or above grade level by the end of grade three. With continuous review of student data, ongoing collaboration with NVVA Learning Coaches, evaluation of student progress in any tier of instruction, improvements made to instructional practices and a commitment to professional development, NVVA teachers and leaders will close the achievement gap and successfully increase student literacy development and achievement. This literacy plan will serve as a guide to achieve said goals.

APPENDIX C
Revised Blended Guidelines

K-8
PATHWAY/BLENDED
GUIDELINES
2018

A. PLACEMENT ON PATHWAYS

*INDEPENDENT (Above Grade Level)

K-2	90% on tests
3-8	SBAC/MAP
	A-B+ Grades
	Top 15%

*VIRTUAL (At Grade Level)

K-8 at Grade Level

*BLENDED (Below Grade Level)

Sandhill and Durango (parents determine location) or if 50 miles away or more or have unique/extenuating circumstances – Virtual (must be approved by principal)

K-8 non-proficient

MAP less than 50% in Math

less than 55% in ELA

D/F and or no *grades/test scores*

B. PLACEMENT CHANGES

Independent

Student successfully maintains A grades and/or scores in the 90% or higher on MAP testing.

Virtual

After an 8-week check of grades below a C average, students will be moved to Blended.

Blended

After an 8-week check of successfully maintaining a 75% average, or consistent success with recommendation from teacher, students will be moved from Blended to Virtual.

C. CLASS RATIOS AND STAFF ALLOCATIONS for Blended

Enrollment 18:1 FTF and 25:1 Virtual (hence the lowest students will be assigned first based on number of teachers available). An example of this would be:

1. 3rd Grade: 1 teacher does Virtual (25 students) and 2 teachers to FTF (36 students).
2. 8th Grade: 2 teachers do Virtual (50 students); 2 teachers at Durango (36 students) and 2 teachers at Sandhill (36 students).

Special Education Teachers will support the FTF Blended locations (Sandhill and/or Durango).

D. STAFF EXPECTATIONS

*Class attendance

Attendance is to be taken during BLENDED (no sign in/sign out unless the student is taken out early by parent). Attendance is required, and students will be referred to FAST if they miss Blended.

Attendance will be taken through the Total View Action area.

*Supervision

Start times posted and are consist across grade levels for Blended as well as Virtual.

Ex. 12:30 PM – 3:15 PM for all grades (if using a different time, it must be 2 hours and 45 minutes)

Breaks for students at scheduled times and students must be supervised during their break times. Attendance is to be re-taken after break.

Teachers must stay with their students until they are all picked up and/or share with an administrator that students are still waiting on rides. Students must be supervised until they leave with a parent/guardian.

*Supply Requisition

Any needs for supplies and/equipment, please send an email to Patti Blomstrom at pdaley-blomstrom@nvvacademy.org.

- Item needed
- Amount needed
- Reason for Item

*Curriculum

K12 curriculum is used with supplements to be used as determined by the grade level.

Blended lessons (dependent on teacher's development and student needs):

Differentiated Groups

Catch Up/Intervention/RTI

Individual Help

Group lesson on Grade level materials

*Students with IEPs

Staff need to ensure they know which students in Blended have an IEP. This is needed for behavior modifications and/or instructional support.

*Room Set Up/Breakdown

Expectations of Staff and Students – Teachers are to set -up the room that best maximizes the instructional environment. Teachers/staff are asked to return the room to its original set-up as well.

E. BLENDED DAYS/TIMES

K – Tuesdays 9:00 AM – 11:45 AM (E Room)

1 st – Tuesdays	9:00 AM – 11:45 AM (E Room)
2 nd – Wednesdays	10:00 AM – 12:00 PM and 1:00 PM – 3:00 PM (E Room)
3 rd – Wednesdays	12:30 PM – 3:15 PM (M Room)
4 th – Thursday	12:30 PM – 3:15 PM (E Room)
5 th – Thursday	12:30 PM – 3:15 PM (M Room)
6 th – Tuesdays	12:30 PM – 3:15 PM (H Room and Durango)
7 th – Wednesday	12:30 PM – 3:15 PM (H Room and Durango)
8 th – Thursdays	12:30 PM – 3:15 PM (H Room and Durango)

Blended classes cannot be canceled, rescheduled, nor modified without written approval by administration. If it must be adjusted, please communicate with the appropriate administrator/principal.

APPENDIX D
RTI Process

Nevada Virtual Academy (K8)
Progress Monitoring and Intervention (RTI) Expectations
2018

According to the Center on Response to Intervention:

Response to intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavioral problems. With RTI, schools use data to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on student's responsiveness, and identify students with learning disabilities or other disabilities.

NVVA is committed to the rigorous implementation of Response to Intervention and believes that this can be achieved through a combination of high quality, responsive instruction, assessment, and evidence-based interventions. To uphold this standard, it is expected that all teachers adhere to the following guidelines for setting up a data collection plan that includes a baseline (benchmark), a goal, progress monitoring, and extensive documentation of their interventions:

1. Each grade level will have an appointed grade level representative deemed the "RTI Case Manager". The RTI Case Manager will meet the following criteria as well as be held to uphold the following responsibilities:
 - ✓ RTI Case Manager must have been a full time licensed teacher for a minimum of 1 year prior to being appointed the position
 - ✓ RTI Case Manager must be able to attend regular RTI meetings
 - ✓ Responsible for signing off on completed intervention plans for each teacher in their grade level.
 - ✓ Responsible for doing a bi-weekly check of intervention tracking (*See Reading/Math Intervention Tracking forms*)
 - ✓ Responsible for ensuring that each member of their grade level is adhering to the RTI guidelines
 - ✓ Responsible for conveying all information from RTI meetings to their grade level
 - ✓ Responsible for reporting to the RTI Chair (Administrative Representative) that each step is completed by each team member by the required date
2. MAP testing will be used as the identifier for academic interventions. ALL students who test in the 40th percentile or lower in MAP reading and MAP math will be identified and entered into the RTI process.
3. Behavioral interventions will be based on upon teacher referrals and recommendations and an intervention plan will be decided upon accordingly with the RTI Chair, teacher, and parent/guardian(s) of the student.
4. Teacher will adhere to all items on the RTI Timeline and Checklist by the required dates.
5. Teacher will *identify the student area of need* in clear and specific terms. This will aid in choosing the appropriate method of assessment to track and measure the problem.
6. Teacher will *decide on a data collection method* that can provide relevant and useful information about the student's area of need. MAP skills will be used as the primary

progress monitoring data collection method. **Teacher must document data collection results at least once a week.**

7. Teacher will *set an intervention goal* which, if obtained by the end of the intervention period, will indicate that the intervention was successful.
8. Teacher will conduct thorough interventions for a **minimum of 6 instructional weeks**. Interventions used must be scientific, research-based interventions.
9. Teacher will thoroughly document each date that progress monitoring and interventions took place, the type of intervention used, and any relevant observations.
10. The classroom teacher is responsible for providing the MAJORITY of the interventions with some assistance from licensed personnel permitted.
11. If a teaching assistant, or other licensed personnel, is assisting with interventions the teacher is responsible for informing them of the student's area(s) of need as well as providing them with precise instructions on the intervention they will be administering. Teaching assistants and licensed personnel are not required to plan or document interventions and/or minutes. This is the sole responsibility of the classroom teacher.
12. At the end of the intervention period, the teacher will evaluate the intervention outcome. If student progress meets or exceeds the original goal, then the intervention will be deemed successful. If the goal was not met, then a new intervention (also adhering to the above-mentioned guidelines) must be determined and promptly put into effect. **All decisions determining if, and how, a student's intervention process will continue must be data-based.** If interventions cease, a weekly assessment is still required to track student progress/growth.
13. Lack of responsiveness is determined by a rate of improvement that is not sufficient for the student to become proficient in Nevada State Standards without more interventions. If a student is not responsive to the intervention(s) it is the teacher's responsibility to report this to administration at the end of the 6-8 week period to determine the next course of action.
14. At the end of the 6-8 week intervention period all grade level teachers, the RTI Case Worker, and the RTI Chair will meet to review ALL cases and determine if interventions will continue or the next course of action.
15. Students who are receiving progress monitoring and intervention WILL NOT be provided accommodations for classroom assessment unless there is an IEP/504 that dictates otherwise.
16. Intervention/Progress monitoring tracking and paperwork may be reviewed at any time by grade level chairs, RTI Case Workers, and administration.

RESPONSE TO INTERVENTION CHECKLIST (2018)

___ Fill out the RTI Referral Form and give to RTI Interventionist and grade level RTI representative.

First Meeting with RTI Interventionist/ RTI Team Member:

___ Narrow down the area(s) of need to identify specific referral concern (s).

___ Determine if additional assessment is needed to identify and provide a baseline in the specific area of concern(s), and if so what. (Appropriate personnel will assist in assessment as needed.)

Next Steps:

___ Assess student as determined with RTI Team member to collect baseline data.

___ All baseline assessments should be complete in one to two weeks.

___ Be sure baseline data supports identified referral concerns.

Meeting with RTI Team:

At the RTI meeting, your grade level representative will:

___ Present your specific referral concerns(s), and the baseline data to support.

___ Work with the team to develop the Intervention Plan, which includes:

___ Intervention goals appropriate to ability level

___ Intervention methods

___ Intervention timelines (6-8 weeks)

___ Desired Results

___ How Progress will be measured (assessment)

___ If the intervention includes an instructional strategy that requires teacher training, appropriate personnel will schedule the training with the teacher.

Next Steps:

___ Teacher will meet with parents and discuss the intervention plan. Send home the Tier II Parent letter and set up a meeting in 8 weeks to discuss progress.

___ Implement the plan. The teacher of record (TOR) will be responsible for working with the student on the implementation of the plan, intervention log, data collection, turning in the data monthly, and graphing the data.

___ Teacher will reduce Social Studies and Science to 70% during the duration of the RTI process.

RESPONSE TO INTERVENTION CHECKLIST (2018)

Second Meeting with RTI Interventionist/ RTI Team Member:

At the end of the determined intervention time frame (6-8) weeks:

All data and progress will be charted by the TOR and brought to the meeting.

Determine at the meeting:

Is the intervention is working?

Yes, continue it for another 6 to 8 weeks.

Schedule next RTI meeting in 8 weeks.

No, revise the intervention, and implement for 6 to 8 weeks. RTI team member and TOR must complete this step with RTI Team.

Schedule next RTI Team meeting ASAP.

Next Steps:

Continue current plan or implement the new plan. The teacher of record (TOR) will be responsible for working with the student on the implementation of the plan, intervention log, data collection, turning in the data on a weekly basis, and graphing the data.

Teacher will meet with parents to update them on the progress the student has made. The teacher will set up another meeting with the parents in 8 weeks.

Meeting with RTI Team:

At the RTI meeting, your grade level representative will:

Present all data and progress. Material should include graphs, intervention logs, sample work.

The RTI Team will determine to:

End RTI process

Monitor student's progress in general education

Continue intervention/ write new plan

Revise intervention (another academic area)

Refer to Tier III

RTI Procedures

Flow Chart

